



Rhode Island's Itinerant Early Childhood Special Education (RI-IECSE) Service-Delivery Model

Implementation Fidelity Checklist

(Practices informed by the *DEC Recommended Practices* <http://www.dec-sped.org/dec-recommended-practices>)

The purpose of this tool is twofold.

- Increase the understanding of the IECSE provider's role and to allow for reflection relative to implementation fidelity.
- As a self-assessment to rate the use of the IECSE provider's practices, across all students and classrooms.

IECSE Provider: _____ District: _____ Date: _____

Understanding the Model (UM)

			YES	NO	Notes:
Describes Model	1	When asked to explain the benefits of the RI's IECSE service-delivery model, the IECSE provider describes:			
		• The research regarding distributed instruction versus massed instruction.			
		• The three components of RI's IECSE model and how they connect with embedded instruction.			
		• The value of the general education educators embedding intentional teaching practices throughout the daily routines/schedule.			
		• The role of the IECSE provider and how service delivery is different from traditional models.			
		• The role of the general education teacher.			
		• The benefits for all children			
		• How families can participate			

General Practices (GP)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	Notes:
Communicates with EC Programs	1	IECSE provider communicates with each EC program admin/coordinator to ensure understanding of the expectations and the components of the model, including scheduled collaborative meeting time with each teacher, as outlined in the IEPs.				
Schedules Students	2	<p>After consultation & consideration of EC program needs, IECSE provider creates a schedule outlining services for all students on the caseload.</p> <ul style="list-style-type: none"> Schedules blocks of time (days/partial days) to be at each EC program. Within each EC program, schedules direct instruction for each child on caseload, according to IEPs. After discussion with the IECSE team and EC programs, schedules collaborative meetings according to IEPs for each child with whom you serve as the lead. With each EC program, schedule any initial professional development as outlined in the IEP. Provides EC program with current schedule (direct instruction & collaborative meetings) relative to all the children in their program. Provides EC teachers with current schedule (direct instruction & collaborative meetings) relative to all the children in their class. 				
Chooses Documentation Form	3	IECSE provider determines the format (paper, electronic, Google etc.) to document direct instruction and collaborative meetings.				
Captures Services in IEP	4	IECSE provider captures the 3 components of the IECSE model on the IEPs, with direct instruction on the special education services page and collaborative meetings and necessary PD on the supplemental aids and services page.				
Ongoing Communication with Families	5	IECSE provider ensures ongoing, meaningful and bidirectional communication with families regarding the provision of services to their child.				
Identifies Lead	6	At the IEP meeting when there is more than one service provider, and based on the child's needs, the team identifies one IECSE provider to serve as the lead or primary liaison to the family and EC teacher, specifically during collaborative meetings.				
Working with Community and State Service Organizations	7	IECSE provider communicates and coordinates with other programs supporting individual children (i.e. KIDS CONNECT, SUCCESS etc.) to ensure consistency across programming.				

Direct Instruction (DI)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	Notes:
Provides DI	1	Based on each child's IEP, IECSE provider provides direct instruction embedded into the everyday activities of the general education classroom.				
Provides DI According to Schedule	2	IECSE provider provides direct instruction, according to IEP and confirmed schedule, provided with minimal cancellations and notification of EC teachers when necessary.				
Provides DI for Identified Purposes	3	IECSE provider provides direct instruction as a means to: <ul style="list-style-type: none"> • Get to know a child • Determine & refine Interventions • Model for the EC teacher • Monitor & assess progress • Support the acquisition of skill, as required 				
Uses Documentation Form for DI	4	IECSE provider clearly captures, on the documentation form, the specific direct instruction provided and based on what was learned, the identification of next steps.				

Collaborative Meetings (CM)

			Sometimes 0-60%	Frequently 60-90%	Consistently 90-100%	Notes:
Facilitates Professional Relationships	1	IECSE provider facilitates collaborative meetings with the EC teachers and families in ways that are respectful, culturally sensitive, supportive, professional and enhance the capacity of the team.				
Collaborates in an Ongoing and Systematic Manner	2	IECSE provider works with EC teachers and families, using a variety of coaching practices, to systematically and regularly exchange expertise, knowledge, and information to plan, embed interventions, assess progress, modify instruction, and jointly solve problems.				
Provides CM's According to Schedule	3	IECSE provider is prepared for and holds collaborative meetings according to IEP and schedule, with minimal cancellations and notification of EC teachers when necessary.				

Uses Documentation Form for CM's	4	IECSE provider clearly captures the collaborative meeting conversations, decisions and next steps on the documentation form.				
Identifies Target Skills	5	IECSE provider works with EC teachers and families to Identify target skills each child needs to develop to successfully participate in the EC classroom.				
Prioritizes Goals	6	IECSE provider works with EC teachers and families to use the MEPI process to inform functional goal development & instructional decisions and captures each in IEP.				
Identifies Evidence Based Practices	7	IECSE provider works with EC teachers and families to identify EBPs and intentional teaching practices based on best practice, what is known about each child's learning style and the EC environment				
Creates Planning Matrix	8	IECSE provider works with EC teachers and families to create a planning matrix for each child to embed intentional teaching practices into the daily schedule.				
Identifies Implementation Steps	9	IECSE provider works with EC teachers and families to identify implementation steps as required to ensure implementation fidelity.				
Implements Progress Monitoring Techniques	10	IECSE provider works with EC teachers and families to create and implement progress-monitoring techniques, to monitor each child's progress, and to revise instruction as needed.				
Monitors Implementation Fidelity	11	IECSE provider works with EC teachers and families to create, implement and monitor the fidelity of intervention, using a fidelity checklist.				
Identifying Function of Behavior	12	For children with persistent challenging behaviors, IECSE provider works with EC teachers and families to identify the function of the behavior through observation, review of data and collaboration with EC teachers and families.				
Creating & Monitoring Behavior Support Plan	13	For children with persistent challenging behaviors, IECSE provider works with EC teachers and families to create a behavioral support plan including changing the antecedent to prevent behavior, embedding instruction to teach a replacement skill and identifying a response strategy for when behavior occurs.				

Professional Development (PD)

			Sometimes 0-50%	Frequently 51-85%	Consistently 86-100%	Notes:
Implements PD	1	IECSE provider works with groups of EC teachers and families to schedule and implement professional development (PD), as a component of the IECSE model, supporting the implementation of embedded learning opportunities.				
Purpose of PD	2	IECSE provider provides professional development for a variety of purposes including an introduction to the IECSE Model, use of evidence-based practices, specific evidence-based practices, inclusive practices that lead to positive outcomes for children.				
Adult Learning	3	IECSE provider uses principles of adult learning to create and implement professional development.				